			Unit 1
Date	/ /		Getting away
Period			**Lesson 1 Reading**
Class			

SB P. WB P.

Learning objectives:

Language
past simple and past continuous.

Speaking
Discussion about helping people, Role-play about summer plans.

Listening
A story about travelling and what happened when something went wrong.

Reading
Reading article about ecotourism.

Life skills
Collaboration.

Writing
Write a paragraph.

Teaching Aids:

- The white board, the black board, student book and workbook.

Strategies: role play, Discussion, make the decision

Warm-up:

- why are tourists very important for a country?

Presentation:

Vocabulary:

ecotourism – endangered - isolate – environment - Famous percent - exist – Lemurs - protect

- Ecotourism is about providing holidays to places which are often endangered and isolated. The holidays are designed to have a limited impact on the local environment and to educate tourists about conservation.

Structures:

- While he was working for the newspaper, he was also writing for magazine stories.

Practice:

S. B. EX. 1: read and answer the questions.

Consolidation:

Ss are asked to answer WB. EX. 3 at home.

Home assignment:

I ask Ss to write a small paragraph about ecotourism.

Date	/ /		Unit 1
Period			Getting away
Class			**Lesson 2 Listening**

SB P. 7 **WB P. 6**

Learning objectives:

Language
past simple and past continuous.

Speaking
Discussion about helping people, Role-play about summer plans.

Listening
A story about travelling and what happened when something went wrong.

Reading
Reading article about ecotourism.

Life skills
Collaboration.

Writing
Write a paragraph.

Teaching Aids:

- The white board, the black board, student book and workbook.

Strategies: role paly, Discussion, make the decision

Warm-up:

- What were you doing yesterday evening?

Presentation:

Vocabulary:

coast – materials – dive – Coral reefs – avoid – unique – Giant turtles – sustainable – limit – popular

- **Madagascar** is famous for its ecotourism and wants to protect its ecosystem (the animals and plants in its environment). 80% of the animals, and 90% of the plants that live there don't exist anywhere else in the word. Lemurs, for example, only live in Madagascar.

Practice:

S. B. EX. 1: Underline the past tenses.

S. B. EX. 2: Read and choose.

Consolidation:

Ss are asked to answer WB. EX. 3 at home.

Home assignment:

Translate into English:

جاء والدي بينما اذاكر من اجل امتحان اللغة الانجليزية.

			Unit 1
Date	/ /		Getting away
Period			**Lesson 3** **Speaking**
Class			

SB P. 8 **WB P. -**

Learning objectives:

Language
past simple and past continuous.

Speaking
Discussion about helping people, Role-play about summer plans.

Listening
A story about travelling and what happened when something went wrong.

Reading
Reading article about ecotourism.

Life skills
Collaboration.

Writing
Write a paragraph.

Teaching Aids:

- The white board, the black board, student book and workbook.

Strategies: Conventions of print, Discussion, make the decision

Warm-up:

- Were you studying when your father came?

Presentation:

Vocabulary:

wildlife – dragon – Pink sand – impact - lean – spicy
cure for - Swell up – trek - laws

- **Egypt** is developing ecotourism to protect the environments along the Red Sea coast. Tourists can stay in hotels built of environmentally-friendly natural **materials**. When tourists go diving they are taught how to avoid damaging the fish and corals.

Practice:

S. B. EX. 1: Check your vocabulary.

S. B. EX. 2: Read and complete.

Consolidation:

Ss are asked to answer WB. EX. 2 at home.

Home assignment:

Translate into Arabic:
Plants that are endangered should be protected.

			Unit 1
Date	/ /		Getting away
Period			Lesson 4 Language
Class			

SB P. 9 **WB P. 7**

Learning objectives:

Language
past simple and past continuous.

Speaking
Discussion about helping people, Role-play about summer plans.

Listening
A story about travelling and what happened when something went wrong.

Reading
Reading article about ecotourism.

Life skills
Collaboration.

Writing
Write a paragraph.

Teaching Aids:

- The white board, the black board, student book and workbook.

Strategies: role play, Discussion, make the decision

Warm-up:

- Did you take any money for some work you did before?

Presentation:

Vocabulary:

bite - get lost - rainforests - resort - glad - teenager
fascinating - relaxing - destination - spider

The Galapagos Islands in **Ecuador** are famous for the **unique** animals, such as the giant turtles which live there. Ecuador makes sure that tourism is **sustainable**. Only a limited number of people can visit islands each year, so the animals and their environment are safe.

Practice:

S. B. EX. 1: Read and answer.

S. B. EX. 2: Read and answer.

S. B. EX. 3: Answer the questions.

Consolidation:

Ss are asked to answer SB. EX. 2 at home.

Home assignment:

Correct the following:

Date	/ /
Period	
Class	

Unit 1
Getting away
Lesson 5 Life skills

SB P. 10 **WB P. 8**

Learning objectives:

Language
past simple and past continuous.

Speaking
Discussion about helping people, Role-play about summer plans.

Listening
A story about travelling and what happened when something went wrong.

Reading
Reading article about ecotourism.

Life skills
Collaboration.

Writing
Write a paragraph.

Teaching Aids:

- The white board, the black board, student book and workbook.

Strategies: Conventions of print, Discussion, make the decision

Warm-up:

- How can you begin a story?
- Who is the main character?
- What other things will you include in your story?

Presentation:

Vocabulary:

Orang-utan- Madagascar- temples- awful- conservation- Hill- actually

The Komodo National Park in **Indonesia** is a popular ecotourism destination. Much of Indonesia's endangered wildlife, including the Komodo dragon, can only be found here. The National Park is also famous for its beach with pink sand.

Practice:

S. B. EX. 1: Prepare to speak.

S. B. EX. 2: Tell your story.

Consolidation:

Ss are asked to answer W. B. EX 2 at home.

Home assignment:

Write a paragraph about (Tourism)

Date	/ /		Unit 2	
Period			Supporting the community	
Class			**Lesson 1**	**Listening**

SB P. 1 **WB P. 1**

Learning objectives:

Language
Present and past simple, present simple passive.
Speaking
Discussion about helping people, Role-play about summer plans.
Listening
An interview with Dr. Leelah Hazzah.
Reading
Read about the achievements of a famous Egyptian person.
Life skills
Empathy.
Writing
Write a biography.

Warm-up:

- What Do you Know about Mohamed Salah؟

Presentation:

Vocabulary:

famous=well known – Admire –Blood pressure - desire - donate - generous - intelligence - Iron levels- Long-term- Role model- transplant

- Mohamed Salah is one of Egypt's most famous footballers. He is admired for his intelligence and ability to score goals. In 2017, he scored the goal to send Egypt to their first world cup finals since 1990.

Structures:

- He is admired for his intelligence.
- He often plays football.

Practice:

S. B. EX. 1: Discuss these questions in pairs.

S. B. EX. 2: read then match the answers.

s. B. EX. 1: Match to make sentences.

Consolidation:

Ss are asked to answer WB. EX. 3 at home.

Home assignment:

1)Write what you would say in each of the following situations:

- You don't understand something.
- You don't know the meaning of a word.

Date	/ /		Unit 2	
Period			Supporting the community	
Class			**Lesson 2**	**Language Focus**

SB P. 2 **WB P. 2**

Learning objectives:

Language
Present and past simple, present simple passive.
Speaking
Discussion about helping people, Role-play about summer plans.
Listening
An interview with Dr. Leelah Hazzah.
Reading
Read about the achievements of a famous Egyptian person.
Life skills
Empathy.
Writing
Write a biography.

Warm-up:

- When do you usually get up?
- what do people around the world think of Salah?

Presentation:

Vocabulary:

footballers - ability - score - goals - World cup finals - praised - charity - hometown - cancer - A chance - succeed - nickname

- He donated money to his home town of Nagrig to build a school and he has helped a children's cancer hospital in Cairo.

Structures:

- people who donate blood can find out quickly if they have any health problems.

Practice:

S. B. EX. 1: Discuss these questions in pairs.

S. B. EX. 2: read and answer the question.

S. B. EX. 3: think of a famous Egyptian.

Consolidation:

Ss are asked to answer WB. EX. 1 at home.

Home assignment:

What do you know about Mohamed Salah?

Date	/ /
Period	
Class	

Unit 2	
Supporting the community	
Lesson 3	**Reading**

SB P. 3 **WB P. _**

Learning objectives:

Language
Present and past simple, present simple passive.
Speaking
Discussion about helping people, Role-play about summer plans.
Listening
An interview with Dr. Leelah Hazzah.
Reading
Read about the achievements of a famous Egyptian person.
Life skills
Empathy.
Writing
Write a biography.

Warm-up:

- what happens on 14th June each year?

Presentation:

Vocabulary:

The happiness maker – Take part in – Donor day – injured – regular – illness – health

- Every year in 14th June countries around the world take part in the world blood donor day.

Structures:

- They often go missing or are attacked by lions.
- The information is sent to the cattle farmers.

Practice:

S. B. EX. 1: Check your vocabulary.

S. B. EX. 2: Read and complete.

W. B. EX. 1: Complete with the past simple form.

W. B. EX. 2: choose the correct word.

Consolidation:

Ss are asked to answer SB. EX. 2 at home.

Home assignment:

Write a short paragraph about Donating blood.

Date	/ /
Period	
Class	

Unit 2
Supporting the community
Lesson 4 life skills

SB P. 4 **WB P. 3**

Learning objectives:

Language
Present and past simple, present simple passive.
Speaking
Discussion about helping people, Role-play about summer plans.
Listening
An interview with Dr. Leelah Hazzah.
Reading
Read about the achievements of a famous Egyptian person.
Life skills
Empathy.
Writing
Write a biography.

Warm-up:

- What is Dr Farouk El-Baz' job now?
- How can he help us?

Presentation:

Vocabulary:

respected – serious – wish - hurt – inspire – biology – conservation – lion - villagers

- Giving blood can also have health benefits. All donors have their blood pressure and iron levels checked before donation, so people who donate blood can find out quickly if they have any health problems.

Structures:

- Ramy was born in Cairo in September 1987.

Practice:

S. B. EX. 1: Read and answer.

S. B. EX. 2: Predict, read and check.

S. B. EX. 3: Read and answer.

S. B. EX. 4: Discuss these questions in pairs.

Consolidation:

Ss are asked to answer WB. EX. 1 at home.

Home assignment:

Correct the following:

- He usually is late for school.

Date	/ /
Period	
Class	

Unit 2
Supporting the community
Lesson 5 Writing

SB P. 5 **WB P. 4**

Learning objectives:

Language
Present and past simple, present simple passive.
Speaking
Discussion about helping people, Role-play about summer plans.
Listening
An interview with Dr. Leelah Hazzah.
Reading
Read about the achievements of a famous Egyptian person.
Life skills
Empathy.
Writing
Write a biography.

Warm-up:

- What are the names of people in the pictures?
- Why are they famous?
- What other things you know about them?

Presentation:

Vocabulary:

cows – goats – study – recognize - wild – earn – listen – program - pilot

Lion guardians are changing this. The organization works with the community to help both the lions and their livestock and this is done by employing local people.

Structures:

- There are no new structures.

Practice:

S. B. EX. 1: Prepare to speak:

W. B. EX. 1: Read the sentences and answer the questions:

Consolidation:

- Ss are asked to answer WB. EX 1 at home.

Home assignment:

Write a paragraph on "the person I admire most"

			Unit 3
Date	/ /		Improving lives
Period			**Lesson 1** **Listening**
Class			

SB P. **WB P**

Learning objectives:

Language
Past simple and present perfect.
Speaking
Discussing a topic.
Listening
A talk about the effect of Charles Dickens' books.
Reading
A summary of Oliver Twist and David Copperfield.
Life skills
Empathy; Participation.
Writing
A short story.

Teaching Aids:

- The white board, the black board, student book and workbook.

Review:

- What nationality was Dickens?
- In which century did he live?

Warm-up:

- You're going to read a summary of the book Oliver Twist by Charles Dickens

Presentation:

Vocabulary:

criminal – Burglary – steal – thief – writer – escape
workhouse - poor – manager – merchant- arrange

- Novels are not real, but do you think they can teach us about life? How?

Structures:

- I've lived there since I was a child in 2001.
- I've never read David Copperfield.

Practice:

S. B. EX. 1: Discuss these questions in pairs.
S. B. EX. 2: Listen and choose.
W. B. EX. 1: Add these words to the dictionary page.

Consolidation:

Ss are asked to answer WB. EX. 2 at home.

Home assignment:

- Write what you would say in the following situations.
  - You meet your old friend.

Date	/ /
Period	
Class	

Unit 3
Improving lives
Lesson 2 **Language Focus**

SB P. **WB P.**

Learning objectives:

Language
Past simple and present perfect.
Speaking
Discussing a topic.
Listening
A talk about the effect of Charles Dickens' books.
Reading
A summary of Oliver Twist and David Copperfield.
Life skills
Empathy; Participation.
Writing
A short story.

Teaching Aids:

- The white board, the black board, student book and workbook.

Review:

- Who did Charles Dickens most want to help?
- Why did he want to help them?

Warm-up:

- What did Charles Dickens want rich people to do?

Presentation:

Vocabulary:

healthy – country – mice – break the law –The police – pounds- tired - baby - wife

- You are different from your father.

Structures:

- His mother died so he was taken to a home for the poor called a workhouse.

Practice:

S. B. EX. 1: Read and answer:

S. B. EX. 2: Choose the answer:

W. B. EX. 1: Make a chain of first conditional sentences:

Consolidation:

Ss are asked to answer WB. EX. 3 at home.

Home assignment:

Rewrite the following:
- You should study hard. (If)

Date	/ /		Unit 3	
Period			Improving lives	
Class			Lesson 3	Reading

SB P. **WB P.**

Learning objectives:

Language
Past simple and present perfect.
Speaking
Discussing a topic.
Listening
A talk about the effect of Charles Dickens' books.
Reading
A summary of Oliver Twist and David Copperfield.
Life skills
Empathy; Participation.
Writing
A short story.

Teaching Aids

- The white board, the black board, student book and workbook.

Review:

- What would you do if you had a lot of money?

Warm-up:

- In Charles Dickens' opinion, which group of people will lead happier lives?

Presentation:

Vocabulary:

Possible – factory – remember – Novels – sunlight – sentences – Discuss – high school – password – now

Structures:

- 1 I've never read Oliver Twist. PP

Practice:

S. B. EX. 1: Check your vocabulary:

W. B. EX. 1: Read and make sentences:

Consolidation:

Ss are asked to answer WB. EX. 3 at home.

Home assignment:

Translate into Arabic:
- Do you have any suggestions for voluntary work I could do?

Date	/ /		Unit 3	
Period			Improving lives	
Class			Lesson 4	Critical thinking

SB P. **WB P.**

Learning objectives:

Language
Past simple and present perfect.
Speaking
Discussing a topic.
Listening
A talk about the effect of Charles Dickens' books.
Reading
A summary of Oliver Twist and David Copperfield.
Life skills
Empathy; Participation.
Writing
A short story.

Teaching Aids:

- The white board, the black board, student book and workbook.

Review:

- Do you help your community?

Warm-up:

- What did Charles Dickens want rich people to do?

Presentation:

Vocabulary:

free time – important – repeat – law – helpful – miracle

Structures:

- I read some of Charles Dickens' books last year.

Practice:

S. B. EX. 1: Answer the following:
S. B. EX. 2: Look and predict:
S. B. EX. 3: Read, check and discuss:
S. B. EX. 4: Discuss in pairs:

Consolidation:

Ss are asked to answer SB. EX. 4 at home.

Home assignment:

Correct the following:
- if I were you, I will see a doctor.

			Unit 3
Date	/ /		Improving lives
Period			**Lesson 5 Communication**
Class			

SB P. **WB P.**

Learning objectives:

Language
Past simple and present perfect.
Speaking
Discussing a topic.
Listening
A talk about the effect of Charles Dickens' books.
Reading
A summary of Oliver Twist and David Copperfield.
Life skills
Empathy; Participation.
Writing
A short story.

Teaching Aids:

- The white board, the black board, student book and workbook.

Review:

- what are the five senses?

Warm-up:

- What do they do?

Presentation:

Vocabulary:

keep fit help other make a list help disabled	give advice I could do Do you have any suggestions make sure by the end of

Structures:

- There are no new structures.

Practice:

S. B. EX. 1: Prepare to speak:

S. B. EX. 2: Ask and answer:

Consolidation:

- Ss are asked to answer W. B. EX 2 at home.

Home assignment:

Correct the following:
- While I was reading, my mother cooked lunch.

Date	/ /		Unit 4	
Period			Making new friends	
Class			**Lesson 1**	**Listening**

SB P. **WB P.**

Learning objectives:

Language
Articles, Countable/ uncountable nouns
Speaking
Having a debate
Listening
A radio phone-in about bullying at school
Reading
A magazine article about moving to a new town
Life skills
Respect for diversity; Communication
Writing
An email to a magazine's problem page

Teaching Aids:

- The white and blackboard, student book and workbook, chalk.

Review: - What is this?

Warm-up:

- What can teenagers do to make friends in a new town?
- What do you think is the best thing to do when you are in a new town?

Strategies: Brain storming, Discussion, Role play

Presentation:

Vocabulary:

photographs – town – make friends – new – the best – advice – connection – boring – notice board – grante

- I teach biology at the university.
- We're sporty family. We like sports.

Structures:

- I have lived here since 1999.

Practice:

S. B. EX. 1: Look at the photographs and answer the questions in pairs.

S. B. EX. 2: check the meaning of these words.

Home assignment:

Write aparagraph about " a good friend "

			Unit 4
Date	/ /		Making new friends
Period			**Lesson 2 Language Focus**
Class			

SB P. 22 WB P. 18

Learning objectives:

Language
Articles, Countable/ uncountable nouns
Speaking
Having a debate
Listening
A radio phone-in about bullying at school
Reading
A magazine article about moving to a new town
Life skills
Respect for diversity; Communication
Writing
An email to a magazine's problem page

Teaching Aids:

- The white and blackboard, student book and workbook, chalk.

Review:

- Where can people find advice for the problems they have?
- Which pieces of advice do you think are the most useful?

Warm-up:

- What kind of problems do you think a student might face?

Strategies: Brain storming, Discussion, Role play

Presentation:

Vocabulary:

Dear - Aunt - difficult – exams – subject – library – feel better – - government

e-mail 1:
I don't have any friends at my new school. I am always on my own at break-time.
Yesterday, I talked to a girl in my class. I asked her if she wanted to do some homework with me but she said no.

Structures:

- I have lived here since 2000.

Practice:

S. B. EX. 1: Underline the singular nouns and circle the plural nouns in the sentences from the letters.

Home assignment:

4) Rewrite:
1- I'm still decorating my room. (Yet)

Date	/ /
Period	
Class	

Unit 4
Making new friends
Lesson 3 Reading

SB P. 23 WB P. 19

Learning objectives:

Language
Articles, Countable/ uncountable nouns
Speaking
Having a debate
Listening
A radio phone-in about bullying at school
Reading
A magazine article about moving to a new town
Life skills
Respect for diversity; Communication
Writing
An email to a magazine's problem page

Teaching Aids

- The white and blackboard, student book and workbook, chalk.

Review:

- How long have you played computer games?

Warm-up:

- Why is it a good idea to ask other students questions about themselves?
- Why do team sports make it easier for you to make friends?

Strategies: Brain storming, Discussion, Role play

Presentation:

Vocabulary:

wearing – cool - clothes – feel stressed – conversation – personal – join clubs – online - teammates

Structures:

- I have lived here since 2000.
- She has not finished her homework yet.

Practice:

S. B. EX. 1: Read the article again and answer the questions.

S. B. EX. 2: check the meaning in your active study dictionary.

S. B. EX. 3: Work in pairs. Discuss.

Home assignment:

Translate into English:

١-تقوم مصر بعمل مدن جديده للشباب.

Date	/ /
Period	
Class	

Unit 4
Making new friends
Lesson 4 Critical thinking

SB P. 24 WB P. 19

Learning objectives:

Language
Articles, Countable/ uncountable nouns
Speaking
Having a debate
Listening
A radio phone-in about bullying at school
Reading
A magazine article about moving to a new town
Life skills
Respect for diversity; Communication
Writing
An email to a magazine's problem page

Teaching Aids:

- The white and blackboard, student book and workbook, chalk.

Review:

- Do you know exactly how many people live in Egypt?

Warm-up:

- Who are today's heroes?

Strategies: Brain storming, Lecturing, Role play

Presentation:

Vocabulary:

Form – education – religion – comfortable – improve - scan

You can only make friends if you spend time with them! The best way to do this is to join clubs or do team sports you like. Go online or look at the noticeboard at your school and find out what's happening. If you're part of a team, your teammates will feel connected to you and that connection could become a friendship.

Structures:

- She has stayed here since 2000.

- They have not finished their homework yet.

Practice:

S. B. EX. 1: Read and Discuss in pairs.

S. B. EX. 2: look at the graph and discuss these questions in pairs.

Home assignment:

Correct the following:

teachers can also give you some advise on how to make friends and enjoy life in your new town

Date	/ /		Unit 4
Period			Making new friends
Class			**Lesson 5 Communication**

SB P. 25 **WB P. 20**

Learning objectives:

Language
Articles, Countable/ uncountable nouns
Speaking
Having a debate
Listening
A radio phone-in about bullying at school
Reading
A magazine article about moving to a new town
Life skills
Respect for diversity; Communication
Writing
An email to a magazine's problem page

Teaching Aids:

- The white and blackboard, student book and workbook, chalk.

Review:

- How can your teachers help you?

Warm-up:

- How can you write a report?

Strategies: Lecturing, Discussion, Role play

Presentation:

Vocabulary:

stressed – feel better – religion – comfortable – improve - scan

Structures:

- I've spent a lot of time studying in the library this week.

Practice:

S. B. EX. 1: Prepare to speak.

S. B. EX. 2: Make notes.

Home assignment::

Correct the following:

-I read a book. a book is useful.
- I live in an Egypt.

Date	/ /
Period	
Class	

Unit 5
Communication

SB P. **WB P.**

Learning objectives:

Language
Future forms will, be going to and present continuous.
Speaking
Give a presentation.
Listening
A radio discussion about the dangers of the internet.
Reading
A science article on how we may communicate in the future.
Life skills
Self-management; Decision-making.
Writing
Write a reflective paragraph and a blog.

Teaching Aids:

- The white and black boards, marker, student book and workbook.

Review:

Look at the title of the article and the image.
What do you know about the Internet of Things?

Warm-up:

●How is it important that all machines should be connected?

Strategies: Role-play, Discussion, make the decision

Presentation:

Vocabulary:

application – communications – connect – hack – security – the internet – smartphone – technology

Communication is no longer about people talking to one another, but about machines talking to machines.

Structures:

This is known as the Internet of Things (IOT). Technology is developing so fast that experts believe everyone will be connected to the IOT in a few years.

Practice:

S. B. EX. 1: Read the magazine article and match the headings with the correct paragraphs 1–4.

S. B. EX. 2: Read the text again and answer the questions.

Home assignment:

- Write what you would say in the following situations.
  - You meet a friend for the first time.
  - You ask about the price of the shirt.

Date	/ /		Unit 5
Period			Communication
Class			

SB P. **WB P.**

Learning objectives:

Language
Future forms will, be going to and present continuous.
Speaking
Give a presentation.
Listening
A radio discussion about the dangers of the internet.
Reading
A science article on how we may communicate in the future.
Life skills
Self-management; Decision-making.
Writing
Write a reflective paragraph and a blog.

Teaching Aids:

- The white and black boards, marker, student book and workbook.

Warm-up:

- What is this?
- what is the smart phone?

Strategies: Brain storming, Discussion, Role play

Presentation:

Vocabulary:

accident – business – cause – check – control – scams – space – develop – device - driveless

- **Ahmed is fast. I think he will win the race.**

Listening & reading:

Cars can already connect to the internet using smartphones, but imagine if you can get a driverless car to come and collect you using an app on your phone.

Practice:

S. B. EX. 1: Match the meaning of these words and phrases

S. B. EX. 2: Read the sentences. Decide if the words in bold in each sentence are used correctly.

Home assignment:

1- Speech is the fastest method of ------------------ between people.

a – communication	*b – communicative*	*c – connection*	*d – communicate*

Date	/ /
Period	
Class	

Unit 5
Communication

SB P.

Learning objectives:

Language
Future forms will, be going to and present continuous.

Speaking
Give a presentation.

Listening
A radio discussion about the dangers of the internet.

Reading
A science article on how we may communicate in the future.

Life skills
Self-management; Decision-making.

Writing
Write a reflective paragraph and a blog.

Teaching Aids

- The white and black boards, marker, student book and workbook.

Review:

- Who is Robert Louis Stevenson?

Warm-up:

- Do you like travelling by sea? Why / Why not?

Strategies: Organization of ideas, Discussion, Role play

Presentation:

Vocabulary:

Disadvantage – empty – enough – expert - experience – flexible – heating – electricity - major - fear

Practice:

S. B. EX. 1: Listen to these people talking about the photos.

S. B. EX. 2: Underline the future verb forms

Consolidation:

- Ss are asked to answer WB. EX. 3 at home.

Home assignment:

★ choose the correct answer:-

1- To------------------ is When a computer system is broken into illegally

a – hide	*b – hack*	*c – pack*	*d – lake*

2- Egypt is well-known for its safety and ---------------

a – secure	*b – safe*	*c – security*	*d –secretive*

Date	/ /
Period	
Class	

Unit 5
Communication

SB P. **WB P.**

Learning objectives:

Language
Future forms will, be going to and present continuous.

Speaking
Give a presentation.

Listening
A radio discussion about the dangers of the internet.

Reading
A science article on how we may communicate in the future.

Life skills
Self-management; Decision-making.

Writing
Write a reflective paragraph and a blog.

Teaching Aids:

- The white and black boards, marker, student book and workbook.

Warm-up:

- What will you do if you are alone in the garden?

Strategies: Brain storming, Discussion, Role play

Presentation:

Vocabulary:

Recently – imagine - tablet – light – link – machine – major – network – online - organisation

Practice:

S. B. EX. 1: Read the sentences. Tick (✔) the sentences about future possibilities.
W. B. EX. 1: Look at the photos and the ideas in the boxes. Talk about them using will, going to

Consolidation:

Ss are asked to answer SB. EX. 1 at home.

Home assignment:

A) Choose the correct answer:

1- I have a cool new ---------- that helps me learn English words on my smart phone

a – internet	*b – technical*	*c – image*	*d – app*

2-Oh no someone has tried to --------------- into my new computer

a – connect	*b – hook*	*c – hack*	*d – hit*

Date	/ /		Unit 5	
Period			Communication	
Class				

SB P. **WB P.**

Learning objectives:

Language
Future forms will, be going to and present continuous.
Speaking
Give a presentation.
Listening
A radio discussion about the dangers of the internet.
Reading
A science article on how we may communicate in the future.
Life skills
Self-management; Decision-making.
Writing
Write a reflective paragraph and a blog.

Teaching Aids:

- The white and black boards, marker, student book and workbook.

Review:

- Is the gardener happy or unhappy at the end? Give your reasons.

Warm-up:

- What is your grandfather's job?

Strategies: Brain storming, Organization of ideas, Conventions of print

Presentation:

Vocabulary:

Collect (someone) Known as Important to Listen to	write about Break into Hack into Outside world

Practice:

S. B. EX. 1: Listen to three people on a radio programme speaking about the Internet

W. B. EX. 1: Listen again. Answer true (T) or false (F).

Home assignment:

-Write an essay of 100 words about one of the following :

1- Smart phones" 2- social sites

			Unit 6
Date	/ /		Learning from literature
Period			
Class			

SB P. **WB P.**

Learning objectives:

Language
Verbs + infinitive or -ing form

Speaking
Polite requests

Listening
A conversation about Robert Louis Stevenson

Reading
The Gardener - a poem by Robert Louis Stevenson

Life skills
Communication; Critical Thinking

Writing
A review of a poem

Teaching Aids:

- The white board, the black board, student book and workbook.

Review:

- What nationality was Robert Louis Stevenson?
- In which century did he live?

Warm-up:

- What is your Dream?

Strategies: Conventions of print, Discussion, make the decision

Presentation:

Vocabulary:

literature – biography – author – Pacific – kidnap – successful - treasure - adventure

Reading:

- Robert Louis Stevenson was born in Scotland in 1850 and died 44 years later in Samoa, a small island in the South Pacific.

Practice:

S. B. EX. 1: Choose the correct definition of each word. Then check in a dictionary.

S. B. EX. 2: Complete these sentences about Robert Louis Stevenson.

Home assignment:

Write a paragraph about (your favorite writer)

Date	/ /
Period	
Class	

Unit 6
Learning from literature

SB P. **WB P.**

Learning objectives:

Language
Verbs + infinitive or -ing form

Speaking
Polite requests

Listening
A conversation about Robert Louis Stevenson

Reading
The Gardener - a poem by Robert Louis Stevenson

Life skills
Communication; Critical Thinking

Writing
A review of a poem

Teaching Aids:

- The white board, the black board, student book and workbook.

Warm-up:

- What do you want to be in the future?

Strategies: Organization of ideas, Discussion, Role play

Presentation:

Vocabulary:

pirates – hay – gardener – rules – unfriendly – tools
poem - key - currant

Listening & Reading:

Although he is best known for his novels, like Kidnapped and Strange Case of Dr Jekyll and Mr. Hyde, Stevenson also wrote many poems and travel books.

Practice:

S. B. EX. 1: underline the future verb forms in sentences 1-6 . then match each with the correct use.

S. B. EX. 2: Choose the best replies.

S. B. EX. 3: Ask and answer:

Home assignment:

Rewrite the following sentences using the words in brackets:

1 – They have arranged to start a new business. **(Going to)**
2- I prefer reading books to watching films. **(rather)**
3- I'll resign if I don't get a pay rise. **(threatened)**

Date	/ /		Unit 6
Period			Learning from literature
Class			

SB P.

Learning objectives:

Language
Verbs + infinitive or -ing form

Speaking
Polite requests

Listening
A conversation about Robert Louis Stevenson

Reading
The Gardener - a poem by Robert Louis Stevenson

Life skills
Communication; Critical Thinking

Writing
A review of a poem

Teaching Aids

- The white board, the black board, student book and workbook.

Review:

- What would you do if you had a lot of money?

Warm-up:

- What do you know about smart cars?

Strategies: Brain storming, Organization of ideas, Conventions of print

Presentation:

Vocabulary:

behind - plot - wish - garden - path - fruit - dig - busy - comics - favour

Practice:

S. B. EX. 1: read the text and match the headlines with the correct paragraphs 1-5.

S. B. EX. 2: Read and answer these questions.

Home assignment:

Choose the correct answer:-

1 – A -------------- is someone who writes poems-.

a – poetry	*b – poet*	*c – novelist*	*d – playwright*

2-In my opinion , poets should write about ----------------- life.

a – everyday	*b – to each day*	*c – everyday*	*d – all day*

Date	/ /		Unit 6
Period			Learning from literature
Class			

SB P. **WB P.**

Learning objectives:

Language
Verbs + infinitive or -ing form
Speaking
Polite requests
Listening
A conversation about Robert Louis Stevenson
Reading
The Gardener - a poem by Robert Louis Stevenson
Life skills
Communication; Critical Thinking
Writing
A review of a poem

Teaching Aids:

- The white board, the black board, student book and workbook.

Review:

- What is pollution?

Warm-up:

- What kind of cars do you like to own in the future?

Strategies:
Brain storming, Discussion, Role play

Presentation:

Vocabulary:

suppose - amount - respond - formal - neighbour - dress candle - hop

Practice:

S. B. EX. 1: Answer four of the following:
S. B. EX. 2: Look and discuss.
S. B. EX. 3: Discuss in pairs.

Home assignment:

7) Write a paragraph of ninety words about ONE (1) only of the following:

a) How we can protect the environment.

b) Pollution.

Date	/ /		Unit 6
Period			Learning from literature
Class			

SB P. **WB P.**

Learning objectives:

Language
Verbs + infinitive or -ing form
Speaking
Polite requests
Listening
A conversation about Robert Louis Stevenson
Reading
The Gardener - a poem by Robert Louis Stevenson
Life skills
Communication; Critical Thinking
Writing
A review of a poem

Teaching Aids:

- The white board, the black board, student book and workbook.

Review:

- what is this?

Warm-up:

- What is the main idea of the "Gardner"?

Strategies: Brain storming, make the decision, Style

Presentation:

Vocabulary:

grow up – clear – row – describe - season - verse - especially

Practice:

S. B. EX. 1: Do you agree.

S. B. EX. 2: Discuss in pairs.

W. B. EX. 1: read and answer the questions.

W. B. EX. 2: writ for and against paragraphs.

Home assignment:

A) Translate into Arabic:

In fact, pollution is considered man's enemy. Many of our serious diseases are due to the different kinds of pollution. The government all over the world should co-operate to put an end to this serious problem.

			Chapter 1
Date	/ /		Treasure Island
Period			
Class			

SB P. 3, 4

Aim/s :

- Listening for gist and detailed information.

Teaching Aids:

- The white and the black board, student book and marker.

Review:

- In your opinion, what happened between the Captain and Black Dog shortly before the fight ?

Warm-up:

- What do you know about Robert Luis Stevenson?

Strategies: Conventions of print, Discussion, role play

Presentation:

Vocabulary:

Own –Scar –Handle - Realise - Inn - Point - Cliff - sailor - Frightened- pale - Adventure- Sword - Blood - terrible

* Summary:

1. - I'll start by writing about the time when my father owned an inn called the Admiral Benbow, many years ago. I remember the day when a man walked into the inn. He was tall and strong, with an old blue coat and a scar on his face. He looked around him."This is a nice, quiet place. I'll stay here. Please, take this up to my room," he said, pointing to a large wooden box. "You can call me Captain. And this is for you," he continued, handing my father three or four gold coins. The Captain was usually a quiet man. He spent his days walking on the beach or on the cliffs.

Practice:

1- What was Jim's father opinion about the Captain's stories ?
2- Jim didn't like the captain , give reasons ?
3- What did the blind man give the Captain?

Home assignment:

4- Why didn't the people in the village help Jim and his mother?
5- What is your opinion about the character of the captain ?

Date	/ /		Chapter 1
Period			Treasure Island
Class			

SB P. 5, 6

Aim/s :

- Listening for gist and detailed information.

Teaching Aids:

- The white and the black board, student book and marker.

Review:

1) If you were Jim , would you take the money and leave your mother ? Why ? why not ?

Warm-up:

- What do you know about Robert Luis Stevenson?

Strategies: Conventions of print, Discussion, role play

Presentation:

Vocabulary:

Dare –Shouts –Fell over - Hurt - Upstairs - Strange - Towards

* Summary:

My father was worried that nobody would want to visit the inn because they would be frightened by the Captain' stories, but I think people liked them. The Captain stayed at the inn for months. He did not give us any more money for his room and my father did not dare to ask him for more.

Practice:

B) Fill in the table Saying who said these quotations , to whom ,when and where :

Quotation	Who said	To whom	When	Where
1-We only have until ten o'clock.				
2-Help me to take him upstairs				

Home assignment:

1- what did they find inside the captain box?

Date	/ /
Period	
Class	

Chapter 2
Treasure Island

SB P. 10, 11

Aim/s :

- Listening for gist and detailed information.

Teaching Aids:

- The white and the black board, student book and marker.

Review:

1) Why did they open the captain's box?

Warm-up:

• What do you think will happen next in the story?

Presentation:

Vocabulary:

(Hide – hid – hidden) - soon –Admiral – blind – money – look around – rich – policemen – escaped

* Summary:

At this time, we heard horses coming down the road. When the men heard .the horses, they started to run in all directions

The horses arrived, so I ran out to see who was riding them. One of them was the boy who went to get Dr Livesy, and the rest were policemen. Two men took my mother to the village, where she soon felt better, and the others tried to catch the men. But it was too late: we heard that they escaped on a boat.

Practice:

1- what did the men say when they know that the captain was dead?
2- what happened when the police arrived?

Home assignment:

1-Where was Dr Livesy?

2- why weren't those men interested in money?

Date	/ /
Period	
Class	

Chapter 2
Oliver Twist

SB P. 12, 13

Aim/s :

- Listening for gist and detailed information.

Teaching Aids:

- The white and the black board, student book and marker.

Review:

1) Who was Dr. Livesy?

Warm-up:

- What do you think will happen next in the story?

Presentation:

Vocabulary:

Owner – describe –several days – treasure – relax – safe– prepare– a letter – gentleman – crew

* Summary:

- One day, a letter was sent to me from Mr Trelawney. It said that a good man called Blandly had a ship called the Hispaniola for us. Trelawney said that he had found a crew ready to work on it. The crew included a man called Long John Silver, who had lost a leg but was a good cook. Silver also knew other men who would join us. Trelawney said that everyone was excited by the thought of the treasure. I was surprised by this, as I thought we had to keep the news of the treasure a secret.

Practice:

1. Who sent the letter to the narrator?
2. Why did they try to keep this news secret?

Home assignment:

1- who was John silver?

			Chapter 3
Date	/ /		Treasure Island
Period			
Class			

SB P.

Aim/s :

- Listening for gist and detailed information.

Teaching Aids:

- The white and the black board, student book and marker.

Review:

1) Who was captain Flint?

Warm-up:

- What do you think life is like on the Hispaniola?

Strategies:

-pair work, Discussion, role play

Presentation:

Vocabulary:

take a note –inn –looked surprised – Silver – join –blind – difficult – journey – job

* Summary:

"There is nothing we can do now," said Mr Trelawney. "We leave at four o'clock this afternoon. Get your hat, Jim, we'll go on the ship now," he said to me.
It took some time to reach the Hispaniola. When we walked onto the big ship, the captain, Smollett, did not look happy to see us.

Practice:

1. **Who are the two good men on the ship Dr Livesy was talking about?**
2. **What is silver's secret plan on the Hispaniola?**

Home assignment:

1-Jim's luck saved him from silver and his men.explain?
2-Silver and pew were old friends . explain?

Date	/ /
Period	
Class	

Chapter 3
Treasure Island

SB P.

Aim/s :

- Listening for gist and detailed information.

Teaching Aids:

- The white and the black board, student book and marker.

Review:

1) what do you know about Robert Luis Stevenson?

Warm-up:

- Who was captain Flint?

Strategies:

-pair work, Discussion, role play

Presentation:

Vocabulary:

cook – barrel – crew - mean - parrot - explain - pay

* Summary:

"I was told that the destination of the journey was a secret," he explained. "But the crew tell me we're looking for treasure. I know that lookingfortreasurealwaysmeansdanger.And when I go on a journey, I like to be able to choose my own crew."

One night, before I went to bed, I decided to eat an apple. The apples were kept in a big barrel which I climbed inside, because it was nearly empty. Before I left the barrel, I heard a man talking nearby. It was Silver

and what he said was terrible.

Practice:

1-"looking for treasure always means danger" why do you think captain Smollett said so?

Home assignment:

1- What do you expect to happen next?

Date	/ /
Period	
Class	

Chapter 4
Treasure Island

SB P.

Aim/s :

- Listening for gist and detailed information.

Teaching Aids:

- The white and the black board, student book and marker.

Review:

1) What did Jim do next after he knew about Silver's mutiny?

Warm-up:

- In Chapter 3, Jim learns that there are pirates in the crew. What do you think he does next?

Strategies:

-pair work, Discussion and role play.

Presentation:

Vocabulary:

As usual –branch –correct – crutch – expect – forever – glasses – shore – plan

* Summary:

"There is nothing we can do now," said Mr Trelawney. "We leave at four o'clock this afternoon. Get your hat, Jim, we'll go on the ship now," he said to me.
It took some time to reach the Hispaniola. When we walked onto the big ship, the captain, Smollett, did not look happy to see us.

Practice:

What was Captain Smollett's plan to save the ship from Silver and his men?
Why did Jim feel that he made a mistake by deciding to go to the island?

Home assignment:

'You were right and I was wrong', what did Mr Trelawney mean by this?

Date	/ /
Period	
Class	

Chapter 4
Treasure Island

SB P.

Aim/s :

- Listening for gist and detailed information.

Teaching Aids:

- The white and the black board, student book and marker.

Review:

1) what do you know about captain smollett?

Warm-up:

- why did Jim feel that he made a mistake by deciding to go to the island?

Strategies:

-pair work, Discussion, role play

Presentation:

Vocabulary:

Whistle – trust – rocky tops - relax - pretty - hills - marked

* Summary:

I soon found Dr Livesy and quietly said to him, "I must speak to you, Captain Smollett and Mr Trelawney. I have some terrible news."
Dr Livesy's expression did not change. He asked me to find his glasses downstairs and walked off to talk to Mr Trelawney and Smollett.

Practice:

- Why do you think the crew were better than captain Smollett expected?
- "I would stay on the island forever" why does Jim say this?

Home assignment:

How do you know they can trust some of the men?

Date	/ /
Period	
Class	

Islamic Selectins
Unit 1
Lesson A, B

SB P. 6, 7

Aim/s :

- Listening for gist and detailed information.

Teaching Aids:

- The white and the black board, student book and marker.

Warm-up:

- What do you know about prophet Mohamed -PBUH-؟

Presentation:

Vocabulary:

Religion – pillars – interrelated – essential – testify – apostle – rights – duties – monotheism – doctrine

* Summary:

1- The first pillar of Islam is to testify that there is no god but Allah and Muhammad is the Apostle of Allah. This is the most important pillar, without which one can't be a Muslim having Muslim's rights and duties.

2- Prayer is the link that is between a worshipping Muslim and Allah (Glory be to Him). Prayer should be preceded by Ablution as external purification taking in consideration that internal purification is equally important.

Practice:

1. What has Islam been built up upon?
2. What is the first pillar of Islam?
3. What is monotheism?

Home assignment:

4. Who did Almighty Allah revealed the Holy Quran to?
5. What is the second pillar of Islam?
6. How often must a Muslim perform prayer every day?

Date	/ /
Period	
Class	

Islamic Selectins
Unit 1
Lesson C

SB P. 8

Aim/s :

- Listening for gist and detailed information.

Teaching Aids:

- The white and the black board, student book and marker.

Review:

2) What is the first pillar of Islam?
1) What is the second pillar of Islam?

Warm-up:

- What is the link between a Muslim and Allah – Glory Be to Him -؟

Presentation:

Vocabulary:

Poor dues – include – different - types - Crop Zakat - protect - hatred - overcome - faithful - fasting

* Summary:

1- As for the third pillar, it is "Zakat (poor Dues) including the different types of Zakat; Zakat – Al – Fitr, Money Zakat, Crop Zakat etc. It is through Zakat that money and crops etc. are protected, hatred and spleen are overcome and love and affability are developed to be everywhere in hearts of the Faithful.

2- Fasting is the fourth pillar. It is the abstention from eating and drinking etc., from dawn to sunset. It is through fasting that souls are purified and Muslims are trained to be kind enough to pity the weak and pure enough to be away from all that leads to the anger of Allah.

Practice:

7. What is the third pillar of Islam?
8. What are the various kinds of Zakat?

What does Zakat result in?

Home assignment:

1- What is the fourth pillar of Islam?
2- How does a Muslim become pure?

			Islamic Selectins
Date	/ /		
Period			Unit 1
Class			**Lesson D**

SB P. 9

Aim/s :

- Listening for gist and detailed information.

Teaching Aids:

- The white and the black board, student book and marker.

Review:

2) What is the third pillar of Islam?
1) What is the fourth pillar of Islam?

Warm-up:

- What is fasting؟

Presentation:

Vocabulary:

Pilgrimage – faith – paradise - physically - financially - performing - request - effective

* Summary:

1- As for pilgrimage, it is the fifth pillar. Purity, prayer, Humility and Faith are implied in pilgrimage.

Muslims express in solemn sacrifice their gratitude and reverence to Allah (Glory be to Him) the only reward of the accepted pilgrimage is paradise.

Those who are physically and financially capable of performing pilgrimage are only requested to perform this pillar.

Practice:

1-What is the fifth pillar of Islam?
2-What is the only reward of the accepted Pilgrimage?

Home assignment:

3-Who should perform the pillar of pilgrimage?
4-How does a Muslim become a true Muslim?

Date	/ /
Period	
Class	

Islamic Selectins
Unit 2
Lesson A

SB P. 12

Aim/s :
- Listening for gist and detailed information.

Teaching Aids:
- The white and the black board, student book and marker.

Warm-up:
- what is the first pillar of Islam؟

Presentation:

Vocabulary:

Providing – fuel – heavenly – as long as – keeping – spiritual – link – duties – protection - remembrance

* Summary:

1- Prayer is the second pillar of Islam providing a Muslim with a spiritual fuel since it is the link between him and Allah.

Practice:
1. What has Islam been built up upon?
2. What is the second pillar of Islam?

Home assignment:

3. What is the link between a Muslim and Allah?

Date	/ /
Period	
Class	

Islamic Selectins
Unit 2
Lesson A "con."

SB P. 12

Aim/s :

- Listening for gist and detailed information.

Teaching Aids:

- The white and the black board, student book and marker.

Review:

2) What is the first pillar of Islam?
1) What is the second pillar of Islam?

Warm-up:

- What is the link between a Muslim and Allah – Glory Be to Him -؟

Presentation:

Vocabulary:

Perform – Dawn Prayer – Afternoon Prayer - Night Prayer - vary - Noon Prayer - Sunset Prayer - five times

Summary:

1- Solemn rituals of the prayer rite keep a Muslim in Heavenly protection that never comes to an end as long as a Muslim adheres to keeping Allah in remembrance.

Practice:

1- What is the second pillar of Islam?

Home assignment:

1- ***What keep a Muslim in a heavenly protection?***
2- ***Why does a Muslim keep Allah in a heavenly remembrance?***

Date	/ /
Period	
Class	

Islamic Selectins
Unit 2
Lesson B

SB P. 13

Aim/s :

- Listening for gist and detailed information.

Teaching Aids:

- The white and the black board, student book and marker.

Review:

2) What is the second pillar of Islam?

Warm-up:

- What is fasting؟

Presentation:

Vocabulary:

Pilgrimage – faith – paradise - physically - financially - performing - request - effective

* Summary:

1- A Muslim must perform prayer five times everyday numbers of rak'as very from one prayer to another.

Practice:

1-What is the link between a Muslim and Allah?

Home assignment:

1- ***How many times does a Muslim perform prayer every day?***?